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ABSTRACT

The diversity of geographic location and type of student in the Toledo diocesan school system have made it increasingly important for instruction to become individualized. Upon investigation of the system's needs and possibilities for change, a competency-based curriculum model was selected because it offered a structured, systematic, planning, implementation, and revision model. The schools attempted to utilize a number of generalizations potentially applicable to the educational change process in the implmentation of their competency-based instructional systems. Curriculum guides developed by the schools were major tools in implementing the philosophy of competency-based education. Curriculum guidelines have been field tested, revised, and disseminated, and inservicing is taking place. The University of Toledo College of Education Competency-based Teacher Education Program has been instrumental in developing educational change in all sectors. Both public and private schools, however, have also contributed in a continuous effort to effect change in the Toledo school system. (PB)

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"GEARING UP FOR CURRICULUM CHANGE"

A Chance for Every Child: Answering Needs Through Specific Goals

AACTE, February 27, 1973

I. Introduction: Sister Mary Lawrence, OSU.

The Toledo Diocesan School system is unique in that [illegible] extends over 8,221 miles and is located in 19 counties of the [illegible] There are ninety-seven (97) elementary schools and 19 high schools [illegible] ral, urban, and suburban areas. The student population includes [illegible] and racial groups, and a wide economic range, from the very affluent to the inner-city poor.

This diversity in geographic location and type of student [illegible] lems which, in recent years, have made it increasingly important [illegible] the lesson more individualized. The needs of the students differed [illegible] Many were unable to meet the rigid curriculum standards set by the [illegible] state. Often the methods and materials differed greatly and the [illegible] not able to achieve up to the level of his ability.

The staff of the Diocesan School office consulted principals, [illegible] and parents in determining what changes were necessary. Each member of the staff serving as consultants for Art, Guidance, Language Arts, [illegible] Music, Science, and Social Studies, under the direction of a curriculum [illegible] rector, then formulated the plan for the actual production of the [illegible] development of these guides, which would state clearly the [illegible] tasks, objectives to be reached, resources available, and suggestions [illegible] tion for both student and teacher was a necessity if pupils were to [illegible]

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[illegible] goals in specific learning steps. Emphasis had to be placed [illegible] individual and his abilities rather than on the group.

11. Rationale for the C.A.S. Model: Lee Lowmont, The University of [illegible]

Prior to 1971, the Toledo Diocesan Schools had not had a [illegible] for revision for over 30 years. The result was a fragmentation of [illegible] for that Dental children within the Diocese equality of learning [illegible]. Each parish school had its own conception of what ought to be [illegible] curriculum that resulted frequently didn't meet the [illegible] of the larger [illegible]. Minority students complained that they were [illegible] opportunities for curriculum instruction and resources made available to other children in Diocesan school systems. In summation, then, the needs of the Diocese were the following: (1) to modernize curriculum, [illegible] times, planning, and resources; (2) to provide for "equity" of [illegible] opportunity to all areas and population groups within the district; (3) to develop a central planning evaluation model that would facilitate the [illegible] with the added capability of making necessary curriculum revision based on individual, family, school, and the community needs.

In order to meet the curriculum needs of the district, the [illegible] contacted the University of Toledo's College of Education regarding the [illegible] of a cooperative effort in developing a planned curriculum [illegible]. The College, through its Center for Research and Services, assigned [illegible] who, in consultation with Diocesan personnel, selected a curriculum [illegible] and development and revision procedures, and established a time-line [illegible] writing, testing, and implementing the results.

The Competency Based Curriculum model was selected to handle [illegible] "Learning Up for Curriculum Change" because it offered a structured, [illegible]